

## Work sample: Writing a narrative and exploring characterisation

### Relevant part of the achievement standard

By the end of Year 3 students listen to, read and view a range of spoken, written and multimodal texts, identifying their different purposes. They listen attentively to others' views and respond appropriately. They use monitoring and self-correcting strategies to clarify meaning when reading, viewing and listening to an increasing range of types of texts. They retrieve literal information in texts, and can also make appropriate inferences. They explain ideas, events and actions, referring closely to selected detail. They share personal responses to and opinions about texts, providing relevant supporting information and detail. They recognise the representation of characters, settings and events in imaginative texts and also start to evaluate point of view. They make relevant connections between visual and written elements in multimodal texts.

Students create a range of imaginative, informative and persuasive written, spoken and multimodal texts for familiar and unfamiliar audiences. They contribute actively to group discussions, asking relevant questions and building on others' ideas and providing useful feedback. They speak expressively and clearly about familiar ideas and information to known small audiences, in mostly informal situations. They order ideas in sequence, and provide relevant details to support ideas. They create imaginative texts based on characters and situations encountered in their reading and viewing. In these texts they express and develop experiences, events, information, ideas and characters in some detail. They organise texts in paragraphs composed of logically grouped and sequenced sentences. Short sentences are meaningful and correctly structured, and some complex sentences are used appropriately. They choose vocabulary appropriate to the purpose and context of their writing. They use simple punctuation correctly, and use a variety of spelling strategies to spell high frequency words correctly.

### Summary of task

After reading, viewing, listening to and discussing several narrative texts and exploring characterisation, students were asked to construct a narrative with a well depicted character. This text is the first draft.

**Student attainment of the achievement standard is determined at the end of a reporting period after reviewing relevant assessment evidence.**

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Once upon a time, there was a girl called midnight but every body called her Tiger girl because she had red hair that came down her face like stripes. Every one liked her and she liked them, her parents where dead but her grand moutther looked after her aswell as she could. Her grand moutther had looked After her as long as she could remember but she now that one day her grand moutther would die and all her belonging would belong to her. When she thought about that she felt sad but she never said any thing about it because she knew it would make her nanny worry about her. One day on her birthday she said to her nanny, "Nanny I would like a puppy please I will buy it with my own money and look after it and it is my brithday after all." "OK OK I'll let you have but remeber you have to look after it and clean up its poop." "OK" "yes Nanny I will."

### Annotations

Creates detailed character descriptions using noun groups and similes, for example 'red hair that came down her face like stripes'.

Provides some character development through descriptions of character's actions and thoughts.

Uses mostly accurate punctuation including sentence boundary punctuation and quotation marks for direct speech.

Uses accurate compound and complex sentences and employs dialogue to move events forward.

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she said. so off she went  
to the pet shop and she bought  
a dog. It was a nice dog it  
was brown with white spots the  
size of dots. It had a small  
begging face with big floppy ears  
that looked bigger than its  
face, which made it look cuter  
than it actually was. on the  
way home a big black bird  
with big claws on its feet  
grabbed her dog and flew  
away. She ran after it until  
she got tired and she couldn't  
run any further.

### Annotations

Uses vocabulary effectively to describe events and characters, for example 'a small begging face with big floppy ears'.

Uses a range of simple, compound and complex sentences.

Spells many words accurately and uses visual and sound – letter knowledge to attempt unknown words, for example 'bart' (bought), 'acherly' (actually).

Uses past tense verbs including action verbs (grabbed), relating verbs (had), speaking verbs (said) and sensing verbs (thought).

### Annotation summary

This work sample demonstrates understanding of the typical structure and features of a narrative text, although it seems to lack a reasonable resolution (conclusion) and a title. The work sample shows knowledge of some characteristic features of traditional narrative tales such as 'once upon a time'. It has a logical sequence of events and effectively builds a credible main character. As a first draft the work sample still needs editing, with more careful attention to paragraphing, punctuation, spelling and presentation.

#### Acknowledgement:

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